

The Vocab Lab: Improve Students' Academic Vocabulary with Daily Minilessons
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Chapter 4: AUD

Section Introduction

The following two mini-lessons focus on the root *aud*, which comes from the Latin word *audire*. *Audire* means “to hear.”

Students may be somewhat familiar with the word *audio* because of their experience with electronic devices and the word *auditorium* because it is a place they have visited during school. However, the less common word *auditory* is taught along with these two words in the Level 1 mini-lesson. The Level 2 mini-lesson focuses on three words that may all be unfamiliar but links together two antonyms to enhance memory.

AUD
Minilesson A
Difficulty Level: 1

S

(2-3 mins.)

Audio (n.) – sound, usually used in relation to the transmission or recording of sound

Auditorium (n.) – a room or space in a building where people go to watch a performance, assembly, etc.

Auditory (adj.) – related to your sense of hearing

Display the words. Pronounce each word; then have students pronounce each. Ask students if they have seen or heard the word *audio* when using electronic devices or computers. Discuss a recent trip to the school auditorium or use the word in a familiar context. You may also connect the word audience to auditorium if you feel this will help students. For *auditory*, you can point out how it is very similar to auditorium (in this step or the next step).

N

(1-2 mins.)

Say something like the following (but personalized for your students):

“So, you can see that all three words share a root or word part, *aud*. This root is used in many English words and relates to sound and hearing. Remember that *audio* and *auditorium* are nouns. Remember our definition of noun – it’s a person, place, thing, idea, or feeling. *Audio* is a thing – it’s usually sound that is recorded or played, like the audio that comes out of our computer’s speakers. An *auditorium* is a place. It’s where we go to have an assembly or see a play. *Auditory* is an adjective. It describes nouns. For example, I could say that I enjoy learning by auditory teaching methods. When someone speaks to me out loud, I find that remember the information better than if I just read about it.”

A

(4-5 mins.)

Small groups should discuss the following questions:

-What are some devices that use audio? Look around the classroom for ideas. (Answers may include smart phones, televisions, DVD players, laptop and desktop computers, tablets, home stereos, car stereos, etc.)

-Have you been to an auditorium outside of school? If so, what were you doing there? (Answers may include attending a ceremony like a graduation, seeing a play, going on a class field trip, etc.)

P

(5 mins. or less)

Have each student write three sentences, one for each word. If they like, they can simply write a definition in their own words, or give examples, similar to the following answers:

Audio is sound that plays on a device like my iPad.

An auditorium is a place where we go to see a presentation or play.

Auditory is about your hearing. Teachers have good auditory skills.

Scaffolding

Provide students with sentence stems. The blanks can be filled in with single words or with phrases. Use the following stems if you like:

The word audio means _____. An example of audio is _____.

An auditorium is a place where we go to _____.

If something is auditory, it can be heard. Something auditory from school today is _____.

Acceleration

Ask students to generate additional words with the root *aud* or to find them online using a search engine or site. Quizlet.com (<https://quizlet.com>) pulls up a list of words with visuals if you use the search feature and type the phrase "root word aud." There is also a good Prezi presentation on this root at <https://prezi.com/ggdthqwezkd/aud-words/>.

AUD
Minilesson B
Difficulty Level: 2

S

(2-3 mins.)

Audible (adj.) – capable of being heard

Inaudible (adj). – incapable of being heard; no sound

Audiology (n.) – the science of studying hearing

Pronounce and define each word; then students pronounce each. Ask them if they know any related words. Possible answers might include *audio*, *audience*, *auditory*, *auditorium*, and audiologist.

N

(2 mins.)

Say something like the following (but personalized for your students):

“The words *audible* and *inaudible* are opposites of each other, or antonyms. Notice that the prefix *in-* on the second word makes it opposite of the first. So, if I were giving you directions for something we were doing in class, I’d want my directions to be clearly *audible*. That means you could all hear them. If you couldn’t hear the directions, you could say they were *inaudible*, or that I was speaking in an *inaudible* manner. *Audiology* has an interesting word part in it, too. Notice the *–ology*. That piece is used in words like *biology* and *psychology* and in each case, it means the study of or the science of something. In audiology, it means the study of hearing. When you know the root *aud*, sometimes when it’s combined with other familiar word parts, you can unlock the meaning of the whole word.”

A

(3-4 mins.)

Have students work together to list audible things vs. inaudible things. For example, a teacher’s lecture and the announcements on the intercom are audible. Movies, TV shows, and music are audible. However, a student daydreaming or journaling is inaudible.

P

(3-4 mins.)

Ask students to write a short explanation of all three words that could be shared with students who were absent today or to summarize the mini-lesson. This writing can be done on sticky notes and attached to chart paper, a wall, or a door. It could also be done using an online tool like Today’s Meet (todaysmeet.com) or Padlet (padlet.com).

Examples of explanations/summaries:

1. Something that is audible can be heard, but something that is inaudible cannot be. Audiology is the study of hearing.
2. Audible and inaudible are opposites. You can hear it if it’s audible but not if it’s inaudible. Audiology is the science of studying hearing. The *–ology* lets you know that and is in other words like biology.

Scaffolding

Allow some students to provide their explanations to you orally instead of in writing as time allows. You can reinforce the meaning of the words by saying, “I’d like to hear you give an audible summary instead of a written one.”

Acceleration

Ask students to brainstorm and/or write sentences with related words. Possible answers include *audibly*, *inaudibly*, *audience*, and *audition*.

Chapter 4: BEN/BENE/BENI and MAL/MALE/MALI

Section Introduction

The following three minilessons focus on the roots that basically mean good and bad, ben/bene/beni and mal/male/mali.

Students may already be familiar with the word benefit or beneficial. Students may also know the word maleficent because of the recent movie starring Angelina Jolie. See if you can build on their familiarity and move them to a few sophisticated yet less frequently used words.

Ben/Bene/Beni and Mal/Male/Mali

Minilesson A

Difficulty Level: 1

S

(2-3 mins.)

These four words can be used with fairly young students because they may already be familiar with the words *benefit* and/or *beneficial*.

Benefit (n.) – a gain or profit

Beneficial (adj.) – resulting in something good or profitable

Benevolent (adj.) – kind or charitable to others

Malevolent (adj.) – mean or harmful to others

Pronounce and define each word; then have students pronounce each. Consider adding Teacher Gestures if you feel it will help your students remember the meanings of the words. For example, for every word that contains *bene-*, you could add a sweeping gesture with your arms (showing openness) and/or a broad smile, both of which would exemplify a positive reaction to something. In contrast, for *malevolent*, you could cross your arms and demonstrate a frown, which would symbolize a negative reaction.

N

(2 mins.)

Say something like the following (but personalized for your students):

“Benefits you get from something are the good things that you receive. For example, some benefits you get from attending our school each day are that you’re able to see your friends, you learn new things, and you get help from teachers when you need it. These things, these benefits, could be described with the adjective beneficial.”

Pause to ensure the relationship between these two words is clear. One is a noun, and the other is an adjective, but their meanings are very similar. They cannot, however, be used

interchangeably. This is an error students may make. Provide clarification and examples as needed.

Then you might say something like the following:

“Remember, benevolent and malevolent are both adjectives that usually describe people. Again, the word that starts with *bene-* is the positive or good word, and malevolent, that starts with *male-*, is the opposite of that. So a benevolent person would do kind things, but a malevolent person would do mean things. I would say that teachers are benevolent people, and people who hurt animals are malevolent, the opposite of benevolent. In a moment, I'll ask you to come up with examples with your group of fictional characters in books, on TV, and in movies that are benevolent and malevolent.”

A

Small groups can create lists of benefits of other familiar activities, like participating in physical education classes, going on field trips, attending assemblies, playing a sport, or eating healthy foods. You may want to assign each group a different activity for which to list benefits so that every group is working on something slightly different. (2-3 mins.)

Then ask each group to list either benevolent characters from movies, TV and literature or malevolent characters, or both, depending on time and how well your groups are working together. Circulate briskly and monitor, as there won't be time to report out after this step. If you need to prompt students, here are some ideas. (3-5 mins.)

Benevolent characters: Cinderella's fairy godmother; Charlotte the spider in *Charlotte's Web*; Miss Rumphius in the picture book of the same name; Boo Radley in *To Kill a Mockingbird*.

Malevolent characters: Cinderella's stepmother and stepsisters; the wolf in “Red Riding Hood”; Cruella de Vil in the *101 Dalmatians* book and movie; Lord Voldemort in the Harry Potter books and movies.

P

(5 mins. or less)

Have each student select at least two words, write original sentences with those words, and turn their sentences in.

Scaffolding

Provide students with sentence stems. Use the following if you like:

A benefit is something you receive that is good or that helps you. One benefit of a good night's sleep is that _____. One benefit of eating vegetables is that _____.

If something is beneficial, that means that it's good for you. For example, it's beneficial to ask your teacher for help if you need it. It's also beneficial to _____.

A benevolent person often helps others. _____ is a benevolent person because _____.

A malevolent person is often mean to others. _____ is a malevolent person that we have read or studied about because _____.

Acceleration

Have students use a Venn Diagram or a Double Bubble Map to compare and contrast two benevolent figures from history or literature (or two malevolent figures). Alternatively, or additionally, you could have students create a T-Chart with benevolent in one column and malevolent in the other and have them brainstorm synonyms all the way down each column. Accelerated students could work in pairs or small groups if you prefer.

Ben/Bene/Beni and Mal/Male/Mali
Minilesson B
Difficulty Level: 2

These words could be grouped together quite easily because they can all relate to a person's health. They can also be used as adjectives to describe something more abstract (e.g., a benign conversation, a malignant member of a team, a malady infecting a corporation).

Benign (adj.) – harmless, not life-threatening

Malignant (adj.) – harmful or deadly

Malady (n.) – a sickness

S

(3-4 mins.)

Pronounce and define each word; then students pronounce each. You may want to orchestrate a quick Choral Response with each word, placing it into a sentence for additional context. For example:

The tumor was benign; no surgery required.

The tumor was malignant; treatment starts soon.

The doctor told me about the malady.

N

(2 mins.)

Say something like the following (but personalized for your students):

"Something that is benign is not harmful. This word is often related to a person's health, but it can also be applied in other situations. For example, I could say that people are often afraid of bats, but bats are benign. They even help people by eating pesky insects like mosquitos.

"Malignant and malady, however, both have the root *mal-* that means bad or harmful. Malignant is the opposite of benign. It means harmful, even deadly, like a malignant brain tumor. And malady means an illness, a sickness. These words are often used to discuss someone's health, but they can be used in other ways. I could say that there is a malignant attitude at some schools where students and teachers don't respect each other. Or I could say there's a malady of disrespect in that same school.

So, to sum up, all these words are related mainly to sickness and health, but can be applied in other situations, too."

A

(5-7 mins.)

Have students work together in pairs or small groups. Have them sort the following words, placing synonyms for benign in one group, synonyms for malignant in another, and synonyms for malady in a third.

illness	harmless	harmful	deadly	sickness	disease	nonthreatening
condition	gentle	nasty	cancerous	disorder	problem	malicious

P

Ask students to write a short paragraph using all three target words. Collect this as an Exit Ticket from the lesson.

Scaffolding

Use the strategy Word Questioning with Word Relationships by asking students the following instead of having them write the paragraph. They can do this orally or in writing.

1. How are the words malignant and malady alike in their meanings?
2. How is the word benign like the word benefit or beneficial?

Possible answers:

1. Both words contain the root that means bad, dangerous, or threatening.
Something malignant hurts you, and so does a malady, because it's a disease.
2. Benign means that it doesn't hurt you.
A benefit is good and doesn't hurt you. Something beneficial doesn't hurt you.

Acceleration

Ask students to concentrate on the less common meanings of the words as they write their paragraphs. In other words, ask them to apply the three words in situations not related to sickness and health.

Ben/Bene/Beni and Mal/Male/Mali
Minilesson C
Difficulty Level: 3

These four words are easily grouped together because of their similar meanings. They are sophisticated words that can add polish to a student's writing.

S

(3 minutes)

Pronounce the words and have students pronounce them in Choral Response or Pair Share fashion. The two adjectives may require additional time to ensure students can pronounce them correctly. You may want to have students say the words several times and in different orders to help them practice the correct pronunciations.

Beneficent (adj.) – doing good things or producing goodness

Benefactor (n.) – someone who gives money or other support to others

Maleficent (adj.) – doing evil things or producing evil

Malefactor (n.) – someone who does evil to others

N

(3 minutes)

Make sure students understand that two words are classified as nouns and are used to talk about a specific type of person. The other two are adjectives and describe people but can also be used to describe things like policies or, more rarely, events. Tell students to think of beneficent of being similar to the word charitable and provide examples. So, the Red Cross is a beneficent organizations. On the opposite side, an organization like Al Qaeda or Boko Haram would be called maleficent. Be sure to give additional examples that students may be familiar with from being in your class.

A

(5 minutes)

Orchestrate a Think Pair Share. Ask, "Which people have been benefactors in your life? Which people have been malefactors?" If you wish, tell them to keep the people's names to themselves or to use pseudonyms if they are currently teachers or students at your school. Allow students a minute of think time before pairing. Assign a Partner A and Partner B. Each partner has two minutes to talk.

P

(4 minutes)

Give each student two sticky notes (or use an online application like Padlet or Today's Meet). On one note, they use the word beneficent in a sentence. On the other, they do the same for maleficent. Have them post their sentences in a designated space. On the next day, you could share the most effective sentences or simply leave those posted and remove the others.

Scaffolding

Provide a list of benefactors and malefactors from history, current events, and/or literature on your interactive whiteboard, poster paper, etc. Students can refer to this list to help them with in Pair Share and when writing their sentences. Use the following if you wish.

Benefactors: Paul Revere; Mother Teresa; Mahatma Gandhi; Bill Gates (medical philanthropy); Jimmy Carter (Houses for Humanity); Magwitch in *Great Expectations*.

Malefactors: Adolf Hitler; Mao Tse Tung; Osama Bin Laden; General Zaroff in “The Most Dangerous Game”; the narrator in “The Tell-Tale Heart.”

Acceleration

Challenge advanced students to use all four words within their writing within the next few weeks.

Prefix 4: DIS Mini-Lesson A Difficulty Level: 1

S

(3-4 mins.)

These three words (or their base words) may already be familiar to even young students because they are often used in the classroom and school as related to behavior.

Disagreement (n.) – an argument or difference of opinion

Disobedient (adj.) – not following laws, rules, or directions

Disrespectful (adj.) – showing a lack of courtesy or being rude

Pronounce and define each word; then have students pronounce each. You may want to add elements of rhythm or rhyme, since the first two words end in a similar sound. Point out that all the words start with the prefix *dis-*, which means the opposite of or not. When *dis-* is added to a word, it turns it into the opposite of what it was without the prefix.

N

(2 mins.)

Say something like the following (but personalized for your students):

“You may have heard me use these words with you. You may have heard your family members use these words. They all relate to people not getting along. If I have a *disagreement* with someone, maybe like my brother, sister, or cousin, that means we have different opinions. For example, my favorite ice cream is chocolate. I would *disagree*, or be in *disagreement* with, a person who likes vanilla better. Now, *disobedient* and *disrespectful* are stronger words than *disagreement*. We can *disagree* and still be polite to each other. *Disobedient* means “not to obey” and is used to describe a person who is not following rules. If I asked you to raise your hand before speaking in class, and you decided not to do that, then I could say you were being *disobedient*. The word *disrespectful* means “not showing respect.” I would always prefer that my students be *respectful* in class, not *disrespectful*. When you call someone a name, or jump in front of them in line for lunch, that’s *disrespectful*.”

A

(4-5 mins.)

Create small groups and ask students to work together to choose the one word that goes best with each scenario below. Be sure all three words are still displayed for all to see.

A student yells at another student for no reason (disrespectful)

A person is driving over the speed limit (disobedient)

Two of your friends want to go out for pizza, but you want Mexican food (disagreement)

A student is running in the hallway (disobedient)

You want to stay up late, but your parents say no (disagreement)

P

(5 mins.)

Ask students to think of one, two, or three of their own scenarios like the ones used in step A. If you have time, you can have them swap with other students to see if they can “stump” each other or answer correctly.

Scaffolding

Monitor the groups closely during step A. Change the scenarios to better fit your students’ experiences if necessary or use examples from recently read materials.

Acceleration

Advanced students can create additional scenarios during step A if time allows. They can also be encouraged to create more than three scenarios during step P.

Mini-Lesson B

Difficulty Level: 1

S

The word disappointed may be the most familiar word to your students from this list.

Disappointed (adj.) – feeling that something didn’t meet your expectations or wasn’t as good as you hoped

Disinterested (adj.) – not caring to learn about something

Dissatisfied (adj.) – not happy or not pleased with something

Pronounce and define each word; then have students pronounce each. Be sure to teach or review the meaning of the prefix *dis-* as needed.

N

Say something like the following (but personalized for your students):

“All these words are about feelings. They’re adjectives, so they describe what a person is feeling. You might be *disappointed* that you didn’t get a birthday present that you wanted or that we didn’t have a day off from school when it snowed. Being *disappointed* means that you are let down, but you can get over it pretty quickly. *Disinterested* is a bit different. It means that you don’t really care to learn more about something. When I was in school, I was *disinterested* in history. I didn’t like doing the reading and taking the tests. But when I got older, I loved it! I was no longer *disinterested*. Lastly, the word *dissatisfied* means you were pretty unhappy with something. For example, if I went to a fine restaurant for a special meal and I didn’t like it, I would be *dissatisfied*. I might even ask for my money back!”

As time allows, ask students to provide examples from their lives that would demonstrate the meanings of the words.

Consider using Teacher Gestures (most likely facial expressions) to teach the subtle differences among the three words. Because *dissatisfied* conveys perhaps the strongest emotion, you may want to use arm motions, too – for example, waving your arms in a criss-cross fashion, similar to how you might respond in a restaurant to show clearly that you want the meal taken back to the kitchen.

A

(4-5 mins.)

Create small groups and ask students to work together to choose the one word that goes best with each scenario below. Be sure all three words are still displayed for all to see.

Your favorite TV show got cut off by a breaking news story (disappointed)

Your friend was going to come over to visit, but then his family said he had to stay home (disappointed)

You made a grade that wasn't very good because you don't really like the subject so you didn't study very much (disinterested)

You thought you cleaned your room really well, but your mother said you were going to have to do it again because it wasn't clean enough (dissatisfied)

Your favorite sports team lost a game (disappointed)

P

(5 mins.)

Ask students to think of one, two, or three of their own scenarios like the ones used in step A. If you have time, you can have them swap with other students to see if they can "stump" each other or answer correctly.

Scaffolding

Provide examples of *disappointed*, *disinterested*, and/or *dissatisfied* characters from literature, television, or movies to help students further visualize the emotions.

Acceleration

Provide the synonym *discontent* for *dissatisfied*. Ask students to use both dissatisfied and discontent in sentences and share with a partner or the entire class as time allows.

Mini-Lesson C Difficulty Level: 2

S

(2-3 mins.)

The most familiar word here is probably *disappear*. All the words are easy to pronounce, though, so ensure that students say them "loud and proud" and perhaps multiple times.

Disappear (v.) – to pass out of sight or to go away

Displace (v.) – to move something out of its normal place or position

Disregard (v.) – to ignore or not pay attention to

Pronounce and define each word; then have students pronounce each. Be sure to teach or review the meaning of the prefix *dis-* as needed.

N

(3-4 mins.)

Say something like the following (but personalized for your students):

"The three words we're looking at today are all verbs, meaning they are what a person or object does. These are action words. I think most of you know *disappear*. That means when something goes away, or at least it goes out of sight – we can't see it anymore. So when the sun goes down each evening, it *disappears*. To *displace* means to move something out of its normal place. You know that if you've seen flooding, the water *displaces* soil, signs, and even homes. It moves them out of their normal positions. And to *disregard* is to ignore something or to act like it's not happening or it's not there. Sometimes my students *disregard* me! They act as if I'm not even speaking to them! That doesn't happen very often, though, thank goodness."

As time allows, ask students to provide examples from their lives that would demonstrate the meanings of the words.

A

(5 mins.)

Form pairs or triads of students. Ask them to come up with gestures or pantomimes to help them remember the meaning of each word. You may want to assign each group only one word and save time for each group to perform. Student-produced nonlinguistic representations like this are often incredibly memorable for those that perform and for those who watch.

P

(5 mins.)

Ask students to commit to using one of the words in their speaking and writing in the next few days. Have them write what their plan is. These can be done on sticky notes and posted in the room for reference. Each student can then take his/her note down when the plan has been completed.

Possible student response: I'm going to use the word *disregard* in the next few days. I think I will let my teachers know that I never mean to *disregard* them. I will also tell my family that I won't *disregard* the dog and I will feed him when I'm supposed to every evening.

Scaffolding

Provide a template for the P step if necessary. Use or adapt this one:

I plan to use the word _____ this week. I will use it at school when I _____, or I will use it at home when I _____.

Acceleration

Provide the synonyms *dislocate* and *dislodge* for *displace* or put advanced students on Thesaurus.com and have them type "displace" in the search box. They can scroll through the various synonyms to see which might interest them. Alternatively, they could explore one of the target words and its relationship to other words by going to the Snappy Words website (www.snappywords.com). By typing each word into the search box, students can view a concept map made from that word.